Daily Lesson Plan

Student: \_\_\_John Siniari\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: 4/6/10\_\_\_\_\_\_\_

Subject: Art Topic: Equine or equestrian art\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_12\_\_\_\_\_\_\_\_\_

Allocated Time: \_\_70 minutes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Population: \_\_ *A heterogeneous class of 20 students consisting of 10 males and 10 females.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Standards:

Specific Number: \_**9.1.12.A** \_\_\_**9.1.12.B** \_\_**9.1.12.C:** \_**9.1.12.C:- 9.1.12.D: 9.1.12.E: 9.1.12.F:** **9.1.12.G** **9.1.12.H:** **9.1.12.J**

Exact wording:

A\_:**:** Know and use the elements and principles of each art form to create works in the arts.

Elements: • color • form/shape • line • space • texture • value

Principles • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

B\_\_**:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• paint • draw • craft • communication, multi-media

C: Integrate and apply advanced vocabulary to the arts forms.

D: Demonstrate specific styles in combination through the production or performance of a unique work of art

E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques

F: Analyze works of arts influenced by experiences or historical and cultural or historical and cultural events through production, performance or exhibition

G: Analyze the effect of rehearsal and practice sessions

H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

* Evaluate the use and applications of materials.
* Evaluate issues of cleanliness related to the arts.
* Evaluate the use and applications of mechanical/electrical equipment.
* Evaluate differences among selected physical space/environment.
* J: Analyze contemporary technologies (e.g., , instrument enhancements, photographic tools, , film cameras, preservation tools, web graphics).

and/or Core curriculum, benchmarks, or district standards if required by the district:

Specific Number: \_\_\_\_\_\_\_ Exact wording: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal for Understanding: \_\_\_\_Students will demonstrate an understanding of the unique features of equine anatomy and the interrelationship of the various component parts of that anatomy to create an image of a horse that is coherent and displays a verisimilitude of reality. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructional Objective (Statement):

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| --- | --- | --- |
| Student Behaviors  Students will be able to produce a realistic depiction of a horse complete with modeling in the form of shading, blending, hatching, or cross-hatching. | Sources of Evidence  Student work produced according to prior instruction. | Criteria for Evaluation  Visual inspection of student produced product with regard to the accuracy and appearance of convincing three dimensional forms in a two-dimensional drawing format. See Attachmened Rubric. |

Teaching to the Objective

|  |  |  |
| --- | --- | --- |
| Estimated Time:  5 minutes  5 minutes  5 minutes  5 minutes  30 minutes  5 minutes  5 minutes  10 minutes | Teaching to the Objective  Introduction - Engage students by asking if they recall previous lessons involving studying equine body parts and how they differ from that of humans and other mammals. Also remind students of prior exercises focused on shading two-dimensional drawings to give the appearance of three-dimensional form. Instructor will also remind students to be aware of lighting sources and the impact their direction relative to the object being drawn has on creating the illusion of form.  Motivation-Remind students of past examples of equine art by students that have been studied and analyzed during prior lessons.  Prior Knowledge- Instructor will assess students’ prior knowledge of drawing animals by using introductory questions about any previous experiences of drawing animals from nature or from still images. .Review previous student artwork to assess basic knowledge of pencil and/or charcoal drawing techniques.  Developmental Activities:   1. Instructor provides introduction and motivation to engage students as described above. 2. Instructor shares examples of work from previous students.   3) Instructor will briefly model on site sketching technique for the group..  4) Instructor reviews the steps each student will demonstrate in the process.(contour drawing, articulation of body parts, effect of light conditions on shading).  5) Students will assume various available observation positions from which they will make preliminary drawings to be used as the basis for more finished work when the class returns to the studio art room in their school.  Class will share the challenges they experienced in completing this assignment. They will identify what was easy, what was difficult, and what other uses could be made of the on-site drawing techniques practiced and experienced.  Assessment: Classmates will informally critique each other’s work identifying a positive aspect of the drawing technique employed. The instructor will assess each student’s work based on the attached rubric  Closure: Upon returning to school students will view classic examples of equine art on the computer projection screen by such masters as Degas, da Vinci, and Rubens. | Differentiation: Required for each  Section.  1-3) Students with needs for preferential seating will be seated near the instructor.  4)Students with special needs will be provided with a list of the steps employed in the drawing process.  5)Students with past demonstrated difficulties drawing from observation will be provided with photographs or drawings to use as a reference when sketching.  Adequate waiting time will be provided to elicit responses from students with difficulties speaking in class or articulating thoughts and feelings. |

Follow-up: Students will apply skills learned during this lesson to create additional images of other animals drawn from observation, such as household pets. Students may also use sketches produced on site to compose a more finished example of equine art, such as a painting or digitally produced image using a program such as Microsoft paint.

Materials: Pencils, charcoal, chalk, white and/or toned paper, spray fixative.

Resources: Computer to viewequine art on the internet, former students’ successful drawings (scanned and transferred to transparencies to be presented on overhead projector).

References:

YouTube videos :<http://www.youtube.com/watch?v=C_-TPssaLXk> (How to Draw Horses) <http://www.youtube.com/watch?v=YlyU6v1XR9E> (How to draw a horse) <http://www.youtube.com/watch?v=tI77nNqD4xc> (How to draw a horse tutorial)

Books: Draw 50 Horses –Lee J. Ames, The Art of Animal Drawing-Jack Hamm, Anatomy of a Horse: An Illustrated text -Klaus-Dieter Budras

Websites:Learn How to Draw a Horse Step by Step <http://drawsketch.about.com/od/learntodrawhorses/ss/drawhorse.htm> Drawing Horses <http://www.elfwood.com/farp/horses/horses.html>

Technology: Document camera for demonstrating method, computer with projector to view examples of student and professional art, websites and videos.